

PROJECT SUMMARY SHEET

Project Title:	<u>North Dakota Statewide Eco-Ed</u>	State Contact:	<u>Greg Sandness</u>
Project Sponsor:	<u>Barnes County Soil Conservation District</u>	Phone:	<u>701.328.5232</u>
Address:	<u>110 Winter Show Road SW</u>	Fax:	<u>701.328.5200</u>
	<u>Valley City, ND 58072</u>	E-mail:	<u>gsandnes@state.nd.us</u>
Phone:	<u>701-845-3114, Ext. 3</u>		
E-mail:	<u>Jill.m.olson@nd.nacdnet.net</u>		

WATERSHED: Statewide

HYDROLOGIC UNIT CODE: N/A

MDL _____ Under Development _____ Pending _____ Implementation _____

PROJECT TYPES

- STAFFING & SUPPORT
- WATERSHED
- GROUNDWATER
- I&E
- OTHER

WATERBODY TYPES

- GROUNDWATER
- LAKES/RESERVOIRS
- RIVERS
- STREAMS
- WETLANDS
- OTHER

NPS CATEGORY

- AGRICULTURE
- URBAN RUNOFF
- SILVICULTURE
- CONSTRUCTION
- RESOURCE EXTRACTION
- STOWAGE/LAND DISPOSAL
- HYDRO MODIFICATION
- OTHER

PROJECT LOCATION: LATITUDE MIN. N/A LONGITUDE MIN. N/A

SUMMARIZATION OF MAJOR GOALS:

The goal of the ND Eco-Ed project is to provide a statewide uniform educational program for elementary school students. Currently the state does not have an approved curriculum for environmental education. The material focuses on non-point source pollution (NPS) and best management practices (BMPs) with special emphasis on water quality.

PROJECT DESCRIPTION:

ND Eco-Ed is a hands-on, problem-solving environmental education program. The students are divided into groups and rotated through 5 required stations dealing with wetlands, woodlands, water quality, soils, and grasslands – each linked to water quality problems and solutions. The sessions are facilitated by professionals who have the most up-to-date information and teaching tools. These sessions are usually followed by a wildlife program or a Project TREES presentation. The students attend during classroom hours and are accompanied by their classroom teachers and parent/chaperones.

At present, 36 counties participate in the Eco-Ed program with approximately 3,373 students 211 teachers, and 232 parent/chaperones per year. This represents 107 schools. At this level of education, students are studying earth science in their classrooms. Following Eco-Ed camps or tours, their teachers are able to link specific experiences to their teaching materials. Eco-Ed is “hands-on” and provides water quality education that is unavailable in a normal classroom setting.

FY18 319 funds requested	<u>\$199,914</u>		<u>\$0</u>
Match (Cash)	<u>\$1,800</u>	Match (In-Kind)	<u>225,000</u>
Other Federal Funds	<u>\$</u>		
Total project cost	<u>\$ 409,578</u>	\$319 Funded Part Time Employee	<u>½ FTE</u>

1.0 PROJECT PROPOSAL SUMMARY SHEET

See cover sheet.

2.0 STATEMENT OF NEED

2.1 The Barnes County Soil Conservation District initiated the Eco-Ed Program in 1988. EPA Section 319 I&E grant funds were used in 1990 through 1997 as a pilot program. During this time, a standard, uniform program was developed. The program was expanded statewide in 1997, being funded by EPA Section 319 I&E Grant funds with monetary assistance from North Dakota Wetlands Trust. The expansion to a statewide project was a secondary goal identified in the FY95 Eco-Ed Camp Project. The project has been funded since that time by EPA grant funds and statewide soil conservation districts.

See Appendix, Attachment 1a. Goals Achieved.

Students attend Eco-Ed as part of their classroom studies; therefore sponsors work closely with the school administrators and teachers to provide quality information. Classroom teachers overwhelmingly state that there is a need for this type of “hands on” water quality education in the curriculum since they do not teach any “water quality lessons” in the classrooms. They have no textbooks or teaching materials to provide water quality education.

Classroom teachers have also stated that students in the classrooms are not exposed to the technical expertise and hands-on learning that is provided at Eco-Ed. State Senator Larry Robinson states “Students have returned from Eco Ed excited about the experience and with a new appreciation for our environment. The program should be a must for all students.” Eco-Ed is a uniform program – all students receive the same information whether they live in Williston or Wahpeton. This is important because the students are not likely to spend their entire lives in one area of the state or county.

The Non-point Source Pollution (NPS) Management Program has recognized how critical the delivery of NPS Information/Education (I/E) projects are throughout the state. For youth education projects in particular, the NPS Program’s educational focus is evident by the inclusion of the ECO ED Program under Objective 1, Task 1 of the Information and Education (I/E) section of the 2015-2020 NPS Program Management Plan. Task 1 of the NPS Management Plan’s I/E Section identifies that educational programs targeting K-12 students such as the ECO ED Program will continue to receive technical and financial support.

It has been found that urban runoff contributes greatly to pollution of our lakes, rivers, and streams. The Eco-Ed program focuses on urban as well as agricultural pollutants. The students learn about woodlands, wetlands, soils, rangelands, and water quality and how all these components work together for a healthy eco-system. It is important for our audience to realize that everyone has a role in the management of our natural resources. The NPS pollution and water quality knowledge gained at this stage in a student’s life will carry over to the day when they become land managers and decision makers.

Due to the fact that Objective 1, Task 1 of the I/E Section of the April 2015-2020 NPS Program Management Plan recognizes the importance of educating our youth through the North Dakota ECO ED Program, it is obvious that this program plays an important role in the education of our youth and our general public.

2.2 The Statewide Eco Ed Program has been a longstanding, integral piece of the NPS Program’s youth education efforts. The following table identifies all the NPS Program’s long-term youth education programs and the niche each program fills to balance the state’s youth education efforts.

Program	Primary Grade Level	Primary Audience
Project Wet	K-12	Teachers
Project Trees	K-6	Students and Teachers
Statewide Eco-Ed	6-8	Students, Teachers and Chaperones
ND Envirothon	9-12	Students and Advisors

These programs are not limited to a specific grade level, but a majority of their programming is presented to the grade level(s) noted in the table. Each program serves a separate audience yet builds on the previous program. By using individual programs as building blocks we can provide NPS educational materials to more students over the entire span of their education.

This grade-level system also increases the amount of hands-on education as the students advance in their education. North Dakota students are studying Earth Science in their classrooms during their sixth grade year. The Eco-Ed program, with emphasis on water quality, fits their classroom curriculum.

An additional benefit is the inter-action of classroom teachers with facilitators who are environmental professionals. The teachers are able to take ideas and examples back to the classroom through the various hand-out materials distributed by the facilitators. Various additional resources materials are available for the teachers including workbooks and websites.

2.3 Each soil conservation district has the option of sponsoring a 1-day tour or a 2-day camp. At present, 1 county sponsors a 2-day camps while 36 counties conduct the 1-day tour in place of their old “conservation tours”. Using the “Eco-Ed format”, we now have a uniform agenda. (See Appendix, Attachment 1b– ND Counties Participating)

While the 1-day tours cover the basic requirements of the program, the 2-day camps have more time to reinforce the topics by using educational and entertaining presentations and facilitators. Two-day camps also have time to test the students on what they have absorbed and what needs to be emphasized more clearly. (See Appendix, Attachments 1c and 1d - Examples of 1 or 2 day camps.)

3.0 PROJECT DESCRIPTION

3.1 Project Goal

The goal of the project is to increase participants’ understanding of the relationship between the natural resources in the state and the importance of wise management. The public needs to understand that water is our most important natural resource and, as such, it is most vulnerable to non-point source pollution. This project educates students, classroom teachers, and parent/chaperones about NPS pollution and the effects it could have on our water supply. Management options are reviewed and discussed with participants using models and actual observations.

3.2 Project Objectives

Objective 1. Maintain a system to provide technical/financial assistance to Conservation Districts or other groups who wish to conduct Eco-Ed camps or tours in North Dakota.

Task 1. The sponsor will provide Coordinator who is knowledgeable with all aspects of the Eco-Ed Program to assist groups in the organization and implementation of the Eco Ed program. (See Appendix, Attachment 2a - Coordinator job description.)

Salary - \$17.56 per hour X 520 hours per year = \$9,131.20

Product: State Coordinator (Part-time – 520 documented hrs. per year)

Milestone: Years 1, 2, and 3

Cost per year: \$9,131 Match Per Year: \$6,087

Total cost: \$45,656

Task 2. Update program guidelines for the types of educational activities that are eligible for FA/TA assistance under the Program.

Product: Up-to-date information and activities

Milestone: Years 1, 2, and 3

Cost: \$0.00 (This cost covered by Coordinator and partners)

Task 3. Identify additional districts/groups that will benefit by conducting a camp/tour on an annual basis. Provide technical assistance in the documentation of financial reports and conducting the initial camp/tour.

Product: 1 new camp or tour per year or 3 new camps during project period.

Approximately 60 students added per year or 180 additional students in the 3 year period of the grant.

Milestone: Year 1, 2, and 3

Cost: \$0.00 (This cost covered by Coordinator salary)

Task 4. Maintain the existing statewide program: assist sponsors with their on-going Eco-Ed programs by providing financial/technical assistance. (See appendix for supplemental budget table and cost estimates.)

Product: Continued supervision and assistance to the sponsoring districts:

One 2-day camp – 33 students Co-Sponsored by 2 counties

Thirty-five 1-day tours – 3653 students

Milestone: Years 1, 2, and 3

Cost: \$70 per 33 students for 2-day camp - \$2,310

\$15.11 per 3653 students for 1-day tour - \$55,197

Per year: \$57,507 Match Per Year: \$38,338

Total Cost: \$287,534

Task 5. Compile information and prepare reports on the progress of the program. Provide the required reports to the NDDH to update the reporting tracking system (GRTS).

Product: Annual, and Final Reports.

Milestone: Years 1, 2 and 3

Cost: \$.00 (This cost covered by Coordinator salary)

Task 6. Conduct statewide workshops for program participants and prospective program participants to compile comments and facilitator lists and to provide information on necessary documentation. Workshops will be held annually at ND Soil Conservation District Employees Assn. meeting. Mileage will be paid to special presenters.

Product: Program updates/accurate documentation.

Milestone: Years 1, 2, and 3

Per year: 0

Total Cost: 0

Task 7. The sponsor will seek additional avenues for financial partners who share conservation goals for a uniform, unbiased conservation education for North Dakota students. Prospective contacts are: ND farm cooperatives, chemical companies, seed companies and energy producers/suppliers.

Product: Private funding sources

Milestone: Years 1, 2, and 3

Total Cost: \$.0

3.3 PROJECT MILESTONES

(See Attachment 6 a.)

3.4 LEAD PROJECT SPONSOR

The Barnes County Soil Conservation District has been the lead sponsor for the Eco-Ed program since its inception. The supervisors and staff are familiar with program requirements. The BCSCD has the ability to contract with districts to provide the service and grants associated with this project. BCSCD is funded with state and local funds.

4.0 COORDINATION PLAN

4.1 COOPERATING ORGANIZATIONS

The Barnes County Soil Conservation District employs a coordinator to promote the camps or tours, train local sponsors, assist in organizing each sponsor's first camp or tour. Camps and tours are randomly monitored to assure compliance and quality of the program. Barnes Co. SCD provides assistance in completing the financial requests which are necessary for sponsors to receive grant funds. All financial requests are reviewed by the State Coordinator. BCSCD also provides program development information.

Local Sponsors coordinate program with schools and teachers, provide camp locations, local match funds, and assist project coordinator in organizing and conducting each camp/tour. Sponsors work with the coordinator to maintain a quality Eco-Ed program. These local sponsors provide the 40% match either with cash or in-kind services.

Cooperating Organizations: (See Appendix, Attachment 2b - Facilitator Responsibilities)

- * North Dakota Department of Health-Information/Education coordinator will provide technical assistance, informational materials, and facilitation to assist this project
- * North Dakota Soil Conservation Districts – Co-Sponsors. Provide staff to plan the local camps and manage them; Secure camp or tour location, meals for participants, facilitators, etc; Provide financial reports and documentation to lead sponsor
- * North Dakota State Soil Conservation Committee – Technical advice
- * North Dakota Game & Fish – Supplies, facilitators, and technical advice
- * North Dakota State University - Supplies, technical advice, and facilitators
- * Natural Resource Conservation Service – Teaching tools, facilitators and advisors
- * North Dakota Forest Service – Tools, Supplies and facilitators
- * North Dakota Department of Health - Facilitators, materials, and technical planning assistance
- * United States Fish & Wildlife – Teaching tools, information, and facilitators
- * County Extension Offices - Technical assistance and facilitators

4.2 LOCAL SUPPORT

Schools and teachers overwhelmingly recommend the Eco-Ed program as a source of information for themselves and their students. Parents who are asked to act as chaperones are enthusiastic and willing to donate their time. (Two letters of support from teachers are included in the Appendix. See Appendix, Attachments 3a – 3b Teacher support. Other letters are on file and available for review.)

1. Chad Lueck, Principal at Washington Elementary School
2. Dawn Ihry, Teacher at St. Catherine's School

4.3 LETTERS OF SUPPORT

Four letters of support are included in the Appendix, (Attachments 4. a through 4. b.) All other letters of support are on file and available for review. Letters include recommendations from:

1. N. D. State Representative Larry Robinson
2. N.D. State Representative Dwight Kiefert
3. United States Department of Interior – US Fish & Wildlife Service
4. North Dakota Forest Service
5. Coalition for Conservation & Environmental Education
6. North Dakota Association of Soil Conservation Districts
7. Prairie Waters Education & Research, Bonita Roswick
8. Adams County SCD, Hettinger ND
9. Eddy County SCD, New Rockford ND
10. Grand Forks County SCD, Grand Forks ND
11. James River County SCD, Steele ND
12. Ramsey County SCD, Devils Lake ND
13. Rolette County SCD, Rolla ND
14. Steele County SCD, Finley ND
15. Slope-Hettinger SCD, Mott ND
16. Stutsman County SCD, Jamestown ND
17. Towner County SCD, Cando ND
18. West McLean SCD, Garrison ND

4.4 COORDINATION WITH EXISTING PROJECTS

Section 319 Project Foster County TREES (The Regional Environmental Education Series) will provide instruction, when possible, at the Eco-Ed Camps or Tours by conducting various water quality lyceum-style programs. Project TREES is a 319 I/E program geared to elementary-aged students. The program usually presented at Eco-Ed Camp is “Sam Ting.”

Project Wet is a ND State Water Commission project to train classroom teachers about the importance of water quality. Many of the water quality facilitators used at the camps are trained at Project Wet workshops.

Eco-Ed camps or tours may be conducted in coordination with SCD field days and existing watershed projects. Soil Conservation Districts sponsor field days to teach students about the wise use of natural resources. Eco-Ed requires the 5 main topics and lays down the format of what is taught and by whom.

The Eco-Ed camps are an integral part of the NPS Program’s statewide outreach efforts because they are the second step in developing a population that has a wide based education of NPS pollution issues and the effects on water quality.

4.5 DUPLICATION OF EFFORTS

Currently there are no other NPS efforts that are similar in the state of North Dakota. Current educational efforts include Project Wet and Project Trees which are very complimentary to the Eco-Ed Camps. The Eco-Ed Camps are closely aligned with current school curriculum at the sixth grade level while Projects Wet and Project Trees are designed to be supplementary to the curricula. The Eco-Ed Camps and tours provide an in-depth, hands-on exposure on the relationship of wise natural resource use to water quality. In addition, the Eco-Ed program will act as middle-school training for students preparing to participate in Envirothon activities at the high-school level.

5.0 EVALUATION AND MONITORING PLAN

The effectiveness of the camp will be determined through the use of evaluation forms completed by the educators involved. The classroom teachers are professionals and are in daily contact with students. They are able to notice changes in attitudes and values towards natural resources and water. Evaluation forms are also received from parent/chaperones, facilitators, and students to develop a complete picture of the camp's progress. (See Appendix, Attachment 5 a - Evaluation Form)

In order to determine if students are learning about water quality at Eco-Ed, we have implemented a "before and after" quiz to test students' knowledge of water quality. Due to the limited time some of the students are at Eco-Ed, the quiz is supplied to classroom teachers before the actual day of the tour along with the request that they have their students complete it and bring it to Eco-Ed with them where they will be collected. The same quiz will be given to the students after camp, either by the teachers back in the classroom or, if time permits, at the camp before students leave. An example of this quiz is attached although it may be modified by facilitators and sponsors at the next Eco-Ed workshop.

(See Appendix, Attachment 5 b – Pre-test and Exit Test)

Monitoring will be random on site evaluations by the project coordinator to assure project compliance.

6.0 BUDGET

(See Attachment 6b – 6c)

NORTH DAKOTA STATEWIDE ECO-ED
APPENDIX

- Attachment 1a. Goals Achieved / Student Participation
- 1b. Map of participating counties
- 1c. Example of 1 day tour
- 1d. Example of 2 day camps

- Attachment 2a. Eco-Ed Coordinator Job Description
- 2b. Facilitator Responsibilities

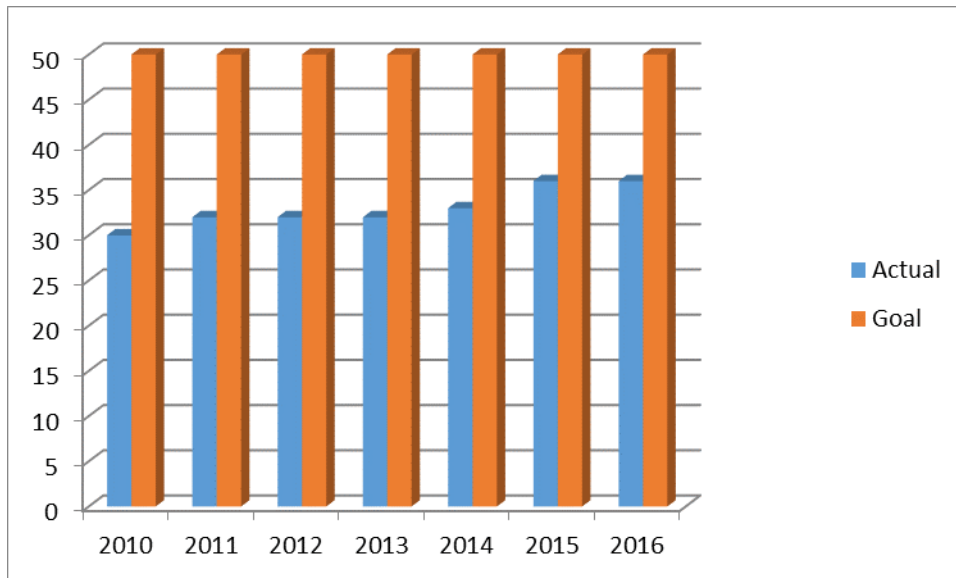
- Attachment 3 a. Teacher Support – Lueck
- b. Teacher Support - Ihry

- Attachment 4a. Letters of Support-Grand Forks County
- 4b. State Senator, District 24 Larry Robinson

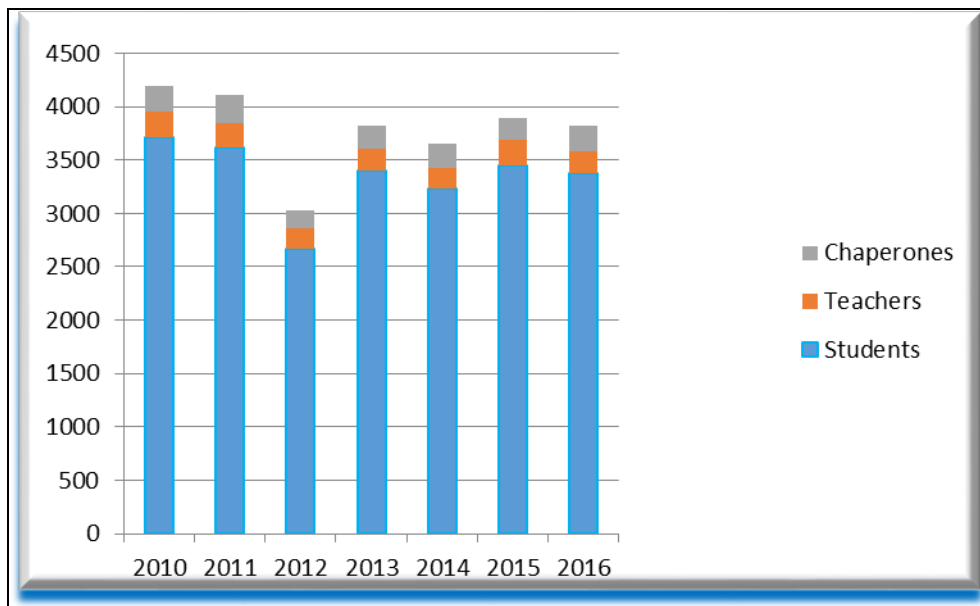
- Attachment 5a. Evaluation Form
- 5b. Pre-test and Exit Test

- Attachment 6. Eco-Ed Workbook - available upon request
(Due to size of workbook cannot be attached.)
Contact Jill.m.olson@nd.nacdnet.net for copy.
- Attachment 6a. Project Milestones
- 6b-6c Budget Tables

NORTH DAKOTA ECO-ED



Number of Camps Held

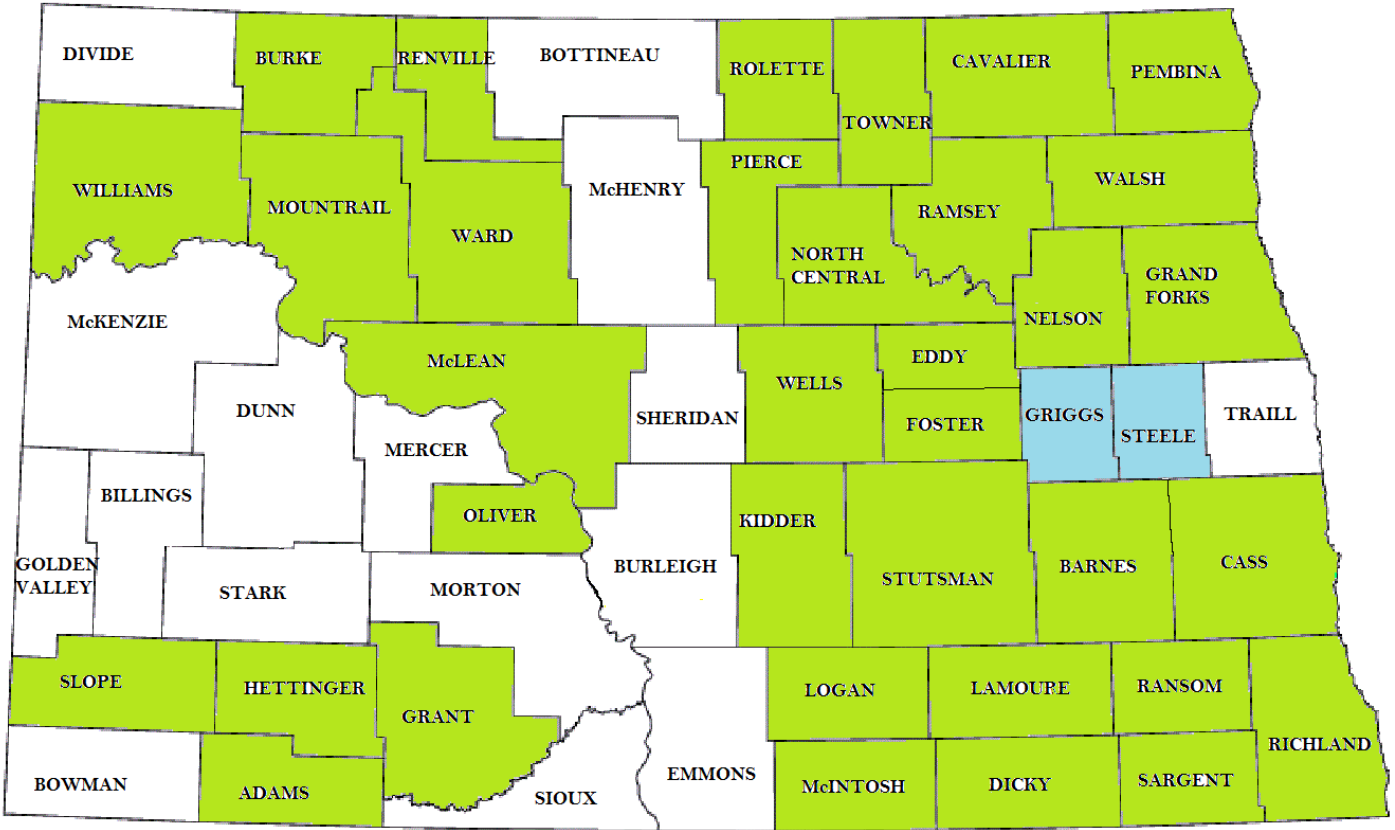


Number of Students/Parents Participating

Note: Classroom sizes have been shrinking in North Dakota over the past few years. Many districts now combine their students or hold their camps/tours every-other-year.

NORTH DAKOTA ECO-ED

COUNTIES PARTICIPATING



2 -day Camp



1 -day tour

EXAMPLE OF 1 DAY ECO-ED TOUR

- 9:00 - 9:30 Registration
- 9:30 – 10:00 Introductions and Schedules (Break to 5 groups)
- 10:00 – 10:40 – Main Activity
- 10:45 – 11:25 - Main Activity
- 11:30 – 12:10 - Main Activity
- 12:15 - 1:00 - Lunch Break
- 1:00 - 1:40 - Main Activity
- 1:45 - 2:25 - Main Activity
- 2:30 - 3:15 - Snack Break – **EXIT TEST**
- Organized Rec. Time and Learning (Break to 3 groups)
- 3:15 - 4:15 - Team Building – VC State University Staff
- 4:15 - 5:15 - Canoeing - Wesley Acres Staff
- 5:15 - 6:15 - Bugs - NDSU Entomology Dept.
- 6:15 - 7:00 - Supper Break
- 7:00 - 8:00 - Special Wildlife Presentation

8:00pm – Tour Concludes

MAIN ACTIVITIES ARE:

- Prairie – Susan Muske – District Tech, Lamoure Co.
- Soils & Erosion – Fred Aziz, Semi-Retired Soil Scientist
- Water Quality – Bonita Roswick – VCSU Prairie Waters
- Wetlands – Cody Hoggarth, Farm Bill Specialist
- Woodlands – Lorin Forness, ND Forest Service

ROTATE THROUGH MAIN ACTIVITIES

	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
1 st Period	Prairie	Soils/Erosion	Water Quality	Wetlands	Woodlands
2 nd Period	Soil/Erosion	Water Quality	Wetlands	Woodlands	Prairie
3 rd Period	Water Quality	Wetlands	Woodlands	Prairie	Soils/Erosion
4 th Period	Wetlands	Woodlands	Prairie	Soil/Erosion	Water Quality
5 th Period	Woodlands	Prairie	Soils/Erosion	Water Qual.	Wetlands

Note: These 5 topics are required as they relate to water quality. You can add another session if desired. Some districts add wildlife or agronomy. Remember though that you are dealing with urban kids as well as rural kids.

EXAMPLE OF 2-DAY CAMP
GRIGGS/STEELE COUNTY ECO-ED CAMP
FIRST DAY SEPTEMBER 11

**Cabin
Assignments**

9:00	10:00	Registration &
10:00	10:15	Introduction
10:15	11:00	Main Activity
11:00	11:45	Main Activity
11:45	12:30	Main Activity
12:30	1:15	LUNCH BREAK
1:15	2:00	Main Activity
2:00	2:45	Main Activity
2:45	3:30	Main Activity
3:30	4:00	SNACK BREAK
4:00	4:30	Free Time
4:30	5:30	Post- Testing
5:30	6:30	SUPPER BREAK
6:30	7:30	Sam Ting - Tom Gibson
7:30	8:30	Snake - Jim Gerholdt
8:30	9:00	SNACK BREAK
9:00	11:00	BEDTIME & LIGHTS OUT

SECOND DAY SEPTEMBER 12

7:30	8:30	Rise & Pack up
8:30	9:00	BREAKFAST
9:00	9:30	Free Time
9:30	11:30	Organized Rec. Time & Learning
		Wall Climbing
		Angie Johnson
		Archery - Jay Grover
		Minute to Win It
11:30	12:00	LUNCH BREAK
12:00	2:00	Organized Rec. Time & Learning
		Wall Climbing
		Angie Johnson
		Archery-Jay Grover
		Minute to Win It
2:00	2:30	Clean up camp and go home
		Pictures

Main Activities

- Range:** Jennifer Jewett
- Soils & Erosion:** Bobbie Ostrom
- Water Quality:** Rita Kainz
- Wetlands:** Reggie Laframboise & Sonya Bendickson
- Woodlands:** Gerri Makay
- Bugs:** Don Carey

JOB DESCRIPTION
Eco-Ed Coordinator

TITLE: Eco-Ed Coordinator

INTRODUCTION: The Eco-Ed Coordinator is responsible for administering, monitoring and tracking the Eco-Ed project.

PRIMARY DUTIES:

Plans work schedules

Coordinates camps with other co-sponsors: This includes contacting facilitators, arranging camp facilities (sites, food, etc.) and arranging for adequate numbers of facilitators and chaperones.

Coordinates dates with co-sponsors

Order and ship proper number of T-shirts to each co-sponsor

Updates educational materials as needed

Contacts and works with media

Conduct workshops with co-sponsors to exchange ideas and develop facilitator lists

Compiles evaluation forms

Submit annual and final reports to ND Health Department

Updates and orders camp materials

Complete monthly reimbursement requests to ND Health Department

Updates financial information to the EPA 319 Funding Manager tracking program

Compiles, reviews, and submits 319 reimbursement requests from co-sponsors

Completes all paperwork involved with the project

CIVIL RIGHTS RESPONSIBILITIES: The Coordinator is responsible for knowing and supporting equal opportunity and civil rights policies; performing duties in full compliance with the letter and spirit of equal opportunity and civil rights rules and regulations; ensuring bias-free written and oral communication; respecting and valuing differences of other employees and clients; and, as appropriate, preparing for career advancement opportunities.

SUPERVISION: The Coordinator works under the general supervision of the Barnes County Soil Conservation District Supervisors who define overall objectives and responsibilities. Unusual problems are discussed with the Barnes Co. supervisors. Work may be spot checked.

KNOWLEDGE REQUIRED: The work requires a thorough knowledge of the Eco-Ed concept and requirements. Coordinator must be able to coordinate activities with large numbers of different people. Coordinator must be familiar with EPA Section 319 grant processes and the 319 reimbursement tracking tools and forms.

FACILITATOR RESPONSIBILITIES

Introduction: Eco-Ed Facilitator is responsible for instruction of students in assigned Main Activity.

PRIMARY DUTIES:

The facilitator is knowledgeable in the topic he is instructing.

The facilitator has had recent training in the topic through his regular work activities.

The facilitator will present all of the information outlined in the Eco-Ed Workbook.

The facilitator will make every effort to ensure that his activity is “hands-on” for the students.

The facilitator will make his presentation interesting and at a level the Eco-Ed students can understand.

An Eco-Ed session will be at least one-half hour in duration, but not longer than 1 hour. This is dependent on the time schedule set up by the sponsor.

Schools / Teacher's Letter of Support



WASHINGTON SCHOOL

Valley City Public School District

510 8th Ave. SW

Valley City, ND 58072

(701) 845-0849 Fax: (701) 845-3560

"Together we are building a legacy of excellence, one student at a time"



August 2, 2017

To Whom It May Concern:

My name is Chad Lueck and I am currently the Principal at Washington Elementary in Valley City, North Dakota. We serve 225 students in grade 4-6 here at Washington. One of the highlights our students look forward to each and every year is the 6th grade trip to Eco-Ed Camp.

At Eco-Ed camp, students are provided a wealth of opportunities that they simply cannot receive in the regular classroom setting. The hands on approach of Eco Ed camp is able to reach many of the students that are unsuccessfully reached through a textbook. The vast and diverse knowledge of the presenters at camp provide an expertise on subject matter that the classroom teacher can't always provide. The camp is so active, effective, and engaging, the students don't always recognize just how much they are learning. Eco Ed camp also offers our parents the opportunity to chaperone and become involved in their child's learning. Teachers, students, and parents always come away from Eco Ed camp raving about the experience!

I want to express my full gratitude and support for Eco-Ed Camp. We are looking forward to attending once again this school year and many more years to come!

Sincerely,

A handwritten signature in black ink, appearing to read 'CW Lueck'.

Chad Lueck

Principal
Washington Elementary



St. Catherine School
Inspiring excellence through faith, learning, and service
540 3rd Avenue NE
Valley City, North Dakota 58072
Phone 845-1453

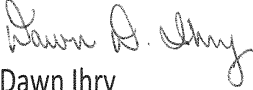
July 26, 2017

Dear Sirs:

It is a privilege to attend Eco Ed each year with my 6th grade students. The camp allows for many Science experiences within the setting of an outdoor classroom. Ecology and environmental science are necessary topics in today's world and they are addressed beautifully at Eco Ed.

Upon returning from camp students will recall and recap various topics as we continue our science curriculum throughout the year. With most students being at least 1 generation removed from production agriculture this is a need in our world today.

Thank you for your continued support of the ND Eco Ed program.


Dawn Ihry

6th grade teacher/ Dean of Students

St. Catherine School, Valley City ND

Letters of support:

Grand Forks County Eco-Ed Camps -A Continued Success

Every September, 7th grade students from across Grand Forks County, along with Riverside Christian School in East Grand Forks, gather at Turtle River State Park for our annual Eco-Ed camp. Each of these schools attends one out of the eight days that the camp is held. We offer 6 sessions each day including: Prairie, Soils, Forestry, Wetlands, Water Quality, and Wildlife.

The students enjoy getting out of the classroom and appreciate the "hands-on" learning that the camp offers. Being in a highly urban area, the majority of these kids have never seen a native grass or even thought about what makes up a spoonful of soil. They develop a better understanding of conservation and natural resources, which is evident in their much-improved post-camp test scores over their pre-tests.

Every year we have students and chaperones sending us letters saying how much they enjoyed the camp and that they learned many new things in the way of conservation. Our presenters are very knowledgeable in their respected fields, which makes it an educational experience for anyone who happens to stop by their station, whether you are a student, chaperone, teacher, or other presenter.

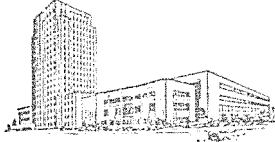
Without this grant, there is no way the Grand Forks County SCD would be able to educate and provide lunch for these 600+ students over the 8 days of camp. It is our single biggest outreach activity every year, and we hope to continue and improve it for many years to come. We at the Grand Forks County Soil Conservation District hope that you will continue funding this valuable educational opportunity so that future generations can be as passionate about conservation as we are.

Thank you,

Grand Forks County SCD

NORTH DAKOTA SENATE

STATE CAPITOL
600 EAST BOULEVARD
BISMARCK, ND 58505-0360



COMMITTEES:
Appropriations

Senator Larry Robinson

District 24
3584 Sheyenne Circle
Valley City, ND 58072-9545
Jrobinson@nd.gov

July 12, 2017

TO: Whom It May Concern

RE: Letter of Support for Section 19 Eco Ed Grant Application

I am writing today to lend my strong support for continued funding for the EPA Section 19 EPA Grant ECO Ed program. The success of this program is without question. A total of 3,373 students have benefited greatly from the experiences gained through ECO ED. The emphasis this program places on Conservation, Wetlands, Water Quality, Forestry, Grasslands, and Soils, will prove to be very valuable to all of the participants. The impact of the program has reached 36 separate districts, and 105 schools.

I have had the opportunity to meet and visit with some of these students. They have returned from ECO Ed excited about the experience and with a new appreciation for our environment. The program should be a must for all students. I ask that you approve continued funding for this very successful and relevant program.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Larry Robinson', written over a horizontal line.

Larry Robinson
State Senator, District 24

ECO ED CAMP EVALUATION



Location of Eco Ed Camp/Tour: _____

Date _____

I am a: _____ Student
_____ Teacher
_____ Chaperone
_____ Facilitator

Please rate the following stations on a scale of 1-10, with 10 being good, 1 being poor. (Don't compare one station to another just rate each presentation on a 1-10 basis.)

_____ Prairie/Rangeland
_____ Woodland
_____ Soils

_____ Watersheds/Water Quality
_____ Wetlands

What did you enjoy most about this camp/tour?

What did you not enjoy?

If there was a special presentation(s) do you think the students next year would like to see it?
(Do not include those 5 stations named above)

Other comments:

Thank you for your input!!

Environmentally yours The Eco Ed Staff

North Dakota Eco Ed Program test

Name _____ School _____

- d 1. Soil consists of all of the following except ...
a. mineral matter b. organic matter
c. water d. habitat
- b 2. Wetlands are low lying areas that collect and hold ...
a. dust b. water
c. plants d. wildlife
- a 3. Growth rings will vary from year to year on trees, based on...
a. weather and other factors b. wetlands
c. sediment d. rangeland
- d 4. Riparian trees....
a. shade the water b. roots help hold soil in place
c. provide organic food d. all of the above
- c 5. Water quality in a stream can be judged by....
a. smell b. location
c. insect population d. amount of rocks
- d 6. Wetlands can do which of the following?
a. can reduce flooding b. filter pollutants
c. provide habitat d. all of the above
- d ...7. Which of the following are part of an ecosystem?
a. plants b. animals
c. weather d. all of the above
- b 8. Which of the following could decrease point source pollution?
a. Not fertilizing a field before a rain storm.
b. Plugging a factory pipe that discharges into a river.
c. Fixing an oil lead on a car.
d. Cleaning up after your pets in the backyard.
- d 9. What do rangeland plant roots do?
a. absorb water b. help produce forage
c. help hold soil in place d. all of the above

Match the words with the correct definition below.

Point source pollution
Rangeland
No-till
Riparian Zone

Aquifer
Runoff
Nonpoint source pollution
Prairie Pothole Region

- 10. No-till Soil and crop residue from previous year is left prior to planting
- 11. Riparian Zone The area next to a stream or river
- 12. Nonpoint Pollution that comes from many sources that are not easily found
- 13. Prairie Pothole Area in North Dakota with many acres of wetlands
- 14. Aquifer An underground water resource
- 15. Runoff Rain, snowmelt, or other forms of precipitation that flow across the ground or other surfaces
- 16. Point source pollution Pollution that comes from one source and is easily found
- 17. Rangeland Supports native or natural vegetation consisting mainly of grasses, colorful forbs and some shrubs

True or False:

- T F 18. Rangeland can slow the runoff of water into streams and lakes.
- T F 19. A tree's xylem layer transports water.
- T F 20. Everyone lives in a watershed.
- T F 21. Rotating livestock is a good grazing management plan.
- T F 22. Wetland help replenish aquifers.
- T F 23. Soil particles are not able to carry nutrients into rivers and streams.
- T F 24. Erosion is loose soil being washed or blown away.
- T F 25. A watershed is an area of land that drains to a common point.

MILESTONE TABLE FOR STATEWIDE ECO-ED PROGRAM - PHASE IV

Tasks	Output	Year 1						Year 2						Year 3					
		Jul Aug	Sep Oct	Nov Dec	Jan Feb	Mar Apr	May Jun	Jul Aug	Sep Oct	Nov Dec	Jan Feb	Mar Apr	May Jun	Jul Aug	Sep Oct	Nov Dec	Jan Feb	Mar Apr	May Jun
Objective 1:																			
Task 1. State Coordinator	Promote Program, Complete Paperwork	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 2. Update Program	Establish Guidelines	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 3. Identify new co-sponsors	1 new tour or camp per year	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 4. Maintain Existing Programs	4000+ students per year		x			x	x		x			x	x		x			x	x
Task 5. Compile Information & submit timely reports	Accurate Records	x	x	x			x	x	x	x			x	x	x	x			x
Task 6. Workshops	Material Updates & training for co-sponsors				x	x					x	x					x	x	
Task 7. Outside Sponsors	Secure Private Funding Sources	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Budget Table for North Dakota Statewide Eco-Ed Project - Phase IV

Part 1. Funding Sources

	1st Year	2nd Year	3rd Year	Total
EPA Section 319 Funds				
FY 18 Section 319 Funds (FA)	\$66,638	\$66,638	\$66,638	\$199,914
State/Local Match				
(1) Soil Conservation Districts (FA)	\$9,288	\$9,288	\$9,288	\$27,864
(2) SCD's & Non Federal Ptrs (In-Kind Match) **	\$60,000	\$60,000	\$60,000	\$180,000
(3) ND Association of SCD's (FA)	\$600	\$600	\$600	\$1,800
				<u>\$0</u>
				Sub-total of match
				<u>\$209,664</u>
Total Budget	\$136,526	\$136,526	\$136,526	\$409,578
Other Federal Assistance				
(1) Natural Resources Conservation Service (TA)	\$5,000	\$5,000	\$5,000	\$15,000
(2) US Fish & Wildlife Service (TA)	\$5,000	\$5,000	\$5,000	\$15,000
(3) ND Department of Health (TA)	\$5,000	\$5,000	\$5,000	\$15,000
	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$45,000</u>

FA: Financial Assistance

TA: Technical Assistance

**In-Kind Match: Soil Conservation Districts will include

District Supervisors time, teachers, volunteers,
Parent/chaperones and non-federally funded facilitators.

Non Federal Partners include: ND Game & Fish,
ND Forest Service, NDSU - Extension Service

Section 319 Part 2 Non-Federal Budget - Statewide Eco-Ed Phase IV

	Year 1	Year 2	Year 3	Total Cost	State/Local Match	319 Funds
Objective 1						
Personnel/Support :						
Task 1. Staff Hours	\$15,219	\$15,219	\$15,219	\$45,656	\$18,263	\$27,394
Objective 1						
Task 1. (See Personnel/Support)						
Task 2. Update Guidelines	\$0	\$0	\$0	\$0	\$0	\$0
Task 3. Identify Additional Co-Sponsors	\$0	\$0	\$0	\$0	\$0	\$0
Task 4. Maintain Statewide Program **	\$95,845	\$95,845	\$95,845	\$287,534	\$115,014	\$172,521
Task 5. Information, Reports	\$0	\$0	\$0	\$0	\$0	\$0
Task 6. Conduct Workshop	\$0.00	\$0.00	\$0.00	\$0	\$0	\$0
Task 7. Secure Outside Sponsors	\$0	\$0	\$0	\$0	\$0	\$0
Total 319 Non-Federal Budget	\$111,063.41	\$111,063.41	\$111,064	\$333,191	\$133,276	\$199,914

** State/Local Match amount only represents the in-kind match needed to leverage the 319 funds. \$209,664 of in-kind listed on the Budget Table Part 1, is the expected amount to be generated through the program. Thus resulting in an excess amount generated.